

Rivelon Elementary

350 Thomas B. Eklund Circle
Orangeburg, South Carolina 29115

Grades	K-5 Elementary School	
Enrollment	238 Students	
Principal	Paulette H. Faust	803-534-2949
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Kalu Kalu	803-534-5454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	60	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	No

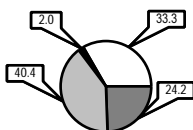
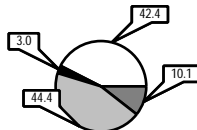
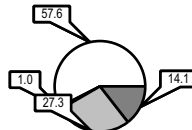
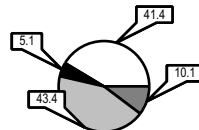
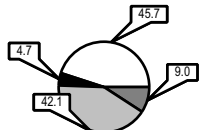
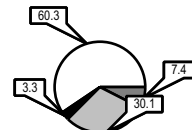
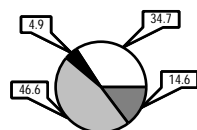
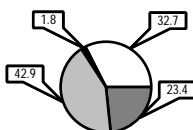
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	115	99.1	32.7	40.8	24.5	2.0	35.7	No	Yes
Gender									
Male	59	100.0	46.8	34.0	19.1	0.0	27.7		
Female	56	98.2	19.6	47.1	29.4	3.9	43.1		
Racial/Ethnic Group									
White	13	92.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	102	100.0	34.8	40.4	23.6	1.1	32.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	93	98.9	23.4	44.2	29.9	2.6	42.9		
Disabled	22	100.0	66.7	28.6	4.8	0.0	9.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	115	99.1	32.7	40.8	24.5	2.0	35.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	115	99.1	32.7	40.8	24.5	2.0	35.7		
Socio-Economic Status									
Subsidized meals	108	99.1	33.7	40.2	23.9	2.2	32.6	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	115	100.0	42.4	44.4	10.1	3.0	23.2	No	Yes
Gender									
Male	59	100.0	51.1	40.4	6.4	2.1	12.8		
Female	56	100.0	34.6	48.1	13.5	3.8	32.7		
Racial/Ethnic Group									
White	13	100.0	0.0	80.0	20.0	0.0	40.0	I/S	I/S
African American	102	100.0	47.2	40.4	9.0	3.4	21.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	93	100.0	33.3	50.0	12.8	3.8	29.5		
Disabled	22	100.0	76.2	23.8	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	115	100.0	42.4	44.4	10.1	3.0	23.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	115	100.0	42.4	44.4	10.1	3.0	23.2		
Socio-Economic Status									
Subsidized meals	108	100.0	44.1	44.1	9.7	2.2	20.4	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	115	100.0	57.6	27.3	14.1	1.0	15.2
Gender							
Male	59	100.0	68.1	17.0	14.9	0.0	14.9
Female	56	100.0	48.1	36.5	13.5	1.9	15.4
Racial/Ethnic Group							
White	13	100.0	20.0	30.0	40.0	10.0	50.0
African American	102	100.0	61.8	27.0	11.2	0.0	11.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	93	100.0	47.4	33.3	17.9	1.3	19.2
Disabled	22	100.0	95.2	4.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	115	100.0	57.6	27.3	14.1	1.0	15.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	115	100.0	57.6	27.3	14.1	1.0	15.2
Socio-Economic Status							
Subsidized meals	108	100.0	59.1	28.0	11.8	1.1	12.9
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	115	100.0	41.4	43.4	10.1	5.1	15.2
Gender							
Male	59	100.0	55.3	34.0	8.5	2.1	10.6
Female	56	100.0	28.8	51.9	11.5	7.7	19.2
Racial/Ethnic Group							
White	13	100.0	20.0	50.0	20.0	10.0	30.0
African American	102	100.0	43.8	42.7	9.0	4.5	13.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	93	100.0	35.9	44.9	12.8	6.4	19.2
Disabled	22	100.0	61.9	38.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	115	100.0	41.4	43.4	10.1	5.1	15.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	115	100.0	41.4	43.4	10.1	5.1	15.2
Socio-Economic Status							
Subsidized meals	108	100.0	43.0	43.0	8.6	5.4	14.0
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	41	100.0	9.8	41.5	39.0	9.8	48.8
	4	46	100.0	26.1	45.7	28.3	N/A	28.3
	5	44	100.0	31.8	61.4	6.8	N/A	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	40	100.0	17.6	32.4	44.1	5.9	50.0
	4	37	97.3	32.3	51.6	16.1	0.0	16.1
	5	38	100.0	48.5	39.4	12.1	0.0	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	41	100.0	22.0	56.1	19.5	2.4	22.0
	4	46	100.0	56.5	37.0	4.3	2.2	6.5
	5	44	100.0	40.9	54.5	4.5	N/A	4.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	40	100.0	32.4	47.1	14.7	5.9	20.6
	4	37	100.0	56.3	37.5	6.3	0.0	6.3
	5	38	100.0	39.4	48.5	9.1	3.0	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	40	100.0	38.2	38.2	23.5	0.0	23.5
	4	37	100.0	62.5	21.9	12.5	3.1	15.6
	5	38	100.0	72.7	21.2	6.1	0.0	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	40	100.0	14.7	50.0	20.6	14.7	35.3
	4	37	100.0	53.1	40.6	6.3	0.0	6.3
	5	38	100.0	57.6	39.4	3.0	0.0	3.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 238)				
First graders who attended full-day kindergarten	100.0%	Up from 97.4%	100.0%	100.0%
Retention rate	5.8%	Up from 5.6%	3.9%	3.0%
Attendance rate	94.4%	Down from 95.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.0%	Up from 4.6%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%	Up from 3.8%	5.5%	3.2%
Eligible for gifted and talented	2.5%	Up from 2.0%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.6%	Up from 3.9%	7.9%	8.2%
Older than usual for grade	3.8%	Down from 4.0%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	55.0%	Up from 50.0%	50.0%	52.6%
Continuing contract teachers	100.0%	Up from 85.0%	76.9%	83.3%
Highly qualified teachers	100.0%	No change	91.7%	93.5%
Teachers with emergency or provisional certificates	5.6%	Down from 6.3%	3.0%	0.0%
Teachers returning from previous year	84.0%	Up from 76.7%	83.0%	87.0%
Teacher attendance rate	91.5%	Down from 91.7%	94.9%	95.0%
Average teacher salary	\$41,705	Up 3.9%	\$40,320	\$41,703
Prof. development days/teacher	9.2 days	Down from 15.1 days	14.3 days	12.8 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.3 to 1	16.5 to 1	18.8 to 1
Prime instructional time	84.7%	Down from 84.9%	88.8%	89.8%
Dollars spent per pupil*	\$9,266	Up 14.8%	\$7,442	\$6,242
Percent of expenditures for teacher salaries*	59.3%	Down from 61.5%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rivelon Elementary School is located right outside the town limits of Orangeburg, S.C. The school has a population of approximately 269 students in grades Pre-k through 5. Most of our students are on free or reduced-price lunch. The school is classified as a school-wide Title I school with approximately 98.8% of the students receiving free and reduced-price lunch.

The teachers at Rivelon participate in ongoing staff development. A large part of the ELA staff development is handled through our literacy coach. One of the main functions of the literacy coach is to conduct bimonthly study groups with the faculty. She does continuous coaching with classroom teachers. The effectiveness of the literacy coach is seen throughout the school in the projects produced by the students, especially in writing. The writing is posted throughout the school. Success in reading and writing are celebrated during the school year with bulletin board displays, AR celebrations, Book It, Writer's Hall of Fame, and Super Tigers are Reading for Success (S.T.A.R.S.).

During the 2004-2005 school year, an ELA consultant, a math consultant, and a science consultant did extensive staff development with the ELA, math, and science teachers. In addition, workshops were held for math teachers in Pre-k through 5th grade. A number of teachers and paraprofessionals are working on associate, bachelors, and advanced degrees to better acquaint themselves with the research-based strategies and techniques that are best practices in teaching and learning. The students at Rivelon are exposed to multicultural activities through well-planned assemblies and field trips.

Rivelon has a fully-equipped computer lab that serves our entire student body. The students use various software programs such as Academy of Reading, Destination Reading and Math, Accelerated Reading and Math, and Star Reading as well as educational software from the Internet to enhance their learning.

The students participated in several writing and poster contests throughout the year such as Palmetto Pride Week, Black History Week, Dr. Seuss's Birthday, Read Across America, and Career Week.

We encourage and motivate our students by recognizing them with awards and celebrations throughout the school year. Honor and Awards assemblies are held each nine weeks. Students receive academic as well as citizenship awards. Each week one student from each homeroom is recognized as a Terrific Kid. Students' birthdays are recognized each day during morning announcements.

Paulette H. Faust, Principal
Joyce Hallmon, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	42	30
Percent satisfied with learning environment	95.7%	82.9%	96.7%
Percent satisfied with social and physical environment	91.3%	78.6%	96.7%
Percent satisfied with school-home relations	33.3%	90.5%	93.3%

*Only students at the highest elementary school grade level at this school and their parents were included.